

The University of Michigan – Flint

Student Teaching Evaluation

Student
Name: _____ Semester: _____

District/Building
Assignment: _____ Grade: _____

Major: _____ Minor: _____ Minor: _____

Check which participant is completing the form:

_____ Cooperating Teacher _____ University Supervisor _____ Student Teacher(optional)

Directions: Please indicate the rating in the far right hand column that best describes the student teacher’s performance at this time. If a specific area is not applicable at this time, insert NA in the far right hand column. This allows the student teacher to receive feedback on the necessary areas of improvement as well as the experiences they should anticipate during the rest of their placement.

Level of Performance					
	1	2	3	4	
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
	There is evidence that the student teacher:	There is evidence that the student teacher:	There is evidence that the student teacher:	There is evidence that the student teacher	Indicate 1-4 rating whole numbers only or N/A
I. Knowledge of Content and Pedagogy	Lacks relevant content knowledge	Exhibits some lapses in relevant content knowledge	Generally exhibits sound content knowledge	Clearly exhibits sound content knowledge	ELSMT1
<i>a. Content knowledge</i>					

<i>b. Michigan Curriculum Framework</i>	Shows lack of knowledge of the Michigan Curriculum Framework	Has an awareness of the Michigan Curriculum Framework	Is generally knowledgeable about the Michigan Curriculum Framework	Has a good command of the Michigan Curriculum Framework	ELSMT 5a
<i>c. Use of prior knowledge</i>	Lacks awareness of students' prior knowledge	Has some awareness of students' prior knowledge	Generally displays an awareness of students' prior knowledge and builds on it	Consistently uses understanding of students' prior knowledge level to construct challenging lessons	ELSMT1
	1	2	3	4	5
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
<i>d. Instructional Methodology</i>	Displays little knowledge of instructional methodology	Displays basic knowledge of instructional methodology	Displays knowledge of instructional methodology and usually implements it in the classroom	Consistently demonstrates knowledge of instructional methodology and creatively utilizes it in instruction	
<i>e. Pacing of lesson</i>	Pacing of the lesson is too slow or rushed	Inconsistent pacing of the lesson	Generally appropriate pacing of the lesson	Pacing of the lesson takes into account students' individual needs	ELSMT 5b, 5c
<i>f. Reflection on lesson effectiveness</i>	Fails to reflect on the effectiveness of the lesson	Reflects minimally on the effectiveness of the lesson	Usually reflects on the effectiveness of the lesson and attempts to analyze strategies to improve effectiveness	Consistently reflects on the effectiveness of the lesson and develops strategies to improve the effectiveness of future lessons	ELSMT 4e, 5h
<i>g. Cross curriculum integration</i>	Lacks understanding of integrating content across the curriculum	Occasionally applies integration of content across the curriculum	Generally applies integration across the curriculum	Consistently integrates curriculum areas	ELSMT 3c, 3e

<i>h. Transitions</i>	Transitions are inefficient, resulting in significant loss of instructional time	Transitions sometimes result in some loss of instructional time	Transitions are usually effective with minimal loss of instructional time	Well planned transitions consistently result in maximum use of instructional time	
<i>i. Planning for exceptional needs</i>	Does not recognize or plan for exceptional needs and abilities	Recognizes exceptional needs and abilities but is unable to adapt curriculum	Generally adapts the curriculum to meet exceptional needs and abilities of the students	Successfully adapts the curriculum to meet the exceptional needs and abilities of the students	ELSMT 2h
<i>j. Variety of instruction</i>	Seldom researches, initiates and prepares lessons using a variety of strategies i.e. cooperative learning, multiple intelligences, technology	Occasionally researches, initiates and prepares lessons using a variety of instructional strategies	Generally researches, initiates and prepares lessons using a variety of instructional strategies	Consistently researches, initiates and prepares lessons using a variety of instructional strategies	ELSMT 2c, 2e, 2i, 3e, 4a, 4b, 7c

	1	2	3	4	5
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
<i>k. High expectations for students</i>	Instructional goals and classroom activities reflect only modest expectations for student achievement	Instructional goals and classroom activities convey inconsistent expectations for student achievement	Instructional goals and classroom activities usually convey high expectations for student achievement	The teacher establish and maintains a classroom environment consistently characterized by high expectations for the learning of all students	ELSMT 2c
II. Instruction					
<i>a. Relevance of Instruction</i>	Does not extend the lesson beyond the classroom activities	Intermittently extends the lesson beyond the classroom activities	Usually extends the lesson beyond the classroom activities and integrates knowledge from various disciplines	Extends the lesson far beyond the classroom and connects it to other instruction and life experiences	ELSMT 2b, 3f
<i>b. Multicultural</i>	Does not have an	Has an awareness of	Generally displays an	Understands and	ELSMT 1e, 1f, 1l

<i>perspectives/ global awareness</i>	understanding of multicultural perspectives/ global awareness	multicultural perspectives/ global awareness but does not integrate them into the curriculum	awareness of multicultural perspectives/ global awareness and plans activities to enhance students' awareness	consistently integrates multicultural perspectives/ global awareness to enhance students' awareness and appreciation of the similarities and differences in diverse populations	
<i>c. Assessment</i>	Fails to build assessment into planning and organization	Sometimes builds assessment into planning and organization	Usually builds assessment into planning and organization	Always builds assessment into planning and organization	ELSMT 2g, 4e, 7d
<i>d. Appropriateness of evaluation</i>	Evaluation tools are of poor quality and inappropriate	Evaluation tools are inconsistent in their quality and appropriateness	Evaluation tools are usually appropriate and of high quality	Evaluations tools are consistently appropriate and of high quality	
<i>e. Timely feedback</i>	Fails to understand the value of providing feedback to students on assessments and assignments	Inconsistently provides feedback to students on assessments and assignments	Almost always provides feedback to students on assessments and assignments	Timely feedback is provided consistently to students on assessments and assignments	

	1	2	3	4	5
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
<i>f. Integration of diversity</i>	Does not prepare instruction that integrates cultural, racial, gender and social diversity	Occasionally attempts to prepare instruction that integrates cultural, racial, gender and social diversity	Usually coordinates lessons that integrate cultural, racial, gender and social diversity	Consistently prepares instruction to integrate cultural, racial, gender and social diversity	
<i>g. Grouping</i>	Lack of	Occasional use	Usually plans	Successfully	ELSMT 4b

<i>practices</i>	planning that is conducive to tutorial, large and small group instruction when applicable	of grouping practices	and implements a variety of grouping practices	and consistently plans and implements a variety of grouping practices	
<i>h. Ability to provide clear direction</i>	Written or verbal directions are unclear	Inconsistently gives clear written and verbal directions	Almost always gives clear written and verbal directions	Consistently gives clear, concise written and verbal directions	
III. Classroom Management <i>a. Use of classroom management techniques</i>	Uses inappropriate management techniques i.e. yelling, punishment	Attempts to use appropriate management techniques but lacks consistency	Almost always employs appropriate management techniques	Successfully employs management techniques that promote self-discipline, responsibility and respect for others	ELSMT 2d
<i>b. Positive classroom environment</i>	Allows students to exhibit disrespect for teachers, students or other school community members	Establishes a classroom environment where students inconsistently exhibit respect for teachers, students or other school community members	Establishes a classroom environment that generally encourages students to respect teachers, students and other school community members	Establishes a positive classroom environment that is caring and respectful towards teachers, students and other school community members	ELSMT
<i>c. Behavioral expectations</i>	Establishes unreasonable behavioral expectations for students (either too high or too low)	Establishes inconsistent behavioral expectations	Generally establishes appropriate behavioral expectations	Consistently establishes and maintains high yet reasonable behavioral expectations for students	

	1	2	3	4	5
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
IV. Technology	Fails to use or ignores technology	Is aware of technology and occasionally implements it into instruction	Is aware of technology and usually implements it into the	Implements multiple technologies into instruction on a regular	ELSMT 1h, 7a, 7b

<i>a. Use of technology</i>			classroom	basis	
b. Information management <i>(grading, record keeping, attendance etc.)</i>	Does not apply technology to information management	Inconsistently applies technology to information management	Usually applies technology to information management	Consistently and effectively applies technology to information management	ELSMT 7h
V. Interpersonal Relationships <i>a. Openness to constructive criticism</i>	Resistant to constructive criticism	Accepts constructive criticism with difficulty	Almost always accepts constructive criticism and seeks to improve	Readily accepts constructive criticism and implements improvements	
<i>b. Seeks assistance from others</i>	Does not seek out professional staff for help to advance own performance	Seeks minimal help from professional staff to advance own performance	Generally seeks out professional staff for assistance to advance own performance	Feels confident asking experienced professional staff for help to improve own performance and implements advice	
<i>c. Displays teamwork</i>	Demonstrates a lack of teamwork	Inconsistently engages in teamwork	Almost always engages in teamwork	Actively seeks to engage in teamwork	ELSMT 4d, 5f
<i>d. Parent-teacher relationships</i>	Fails to reach out to the parents of students	Reaches out to some parents of students	Generally reaches out to parents using several techniques to establish a positive relationship	Consistently uses a variety of techniques to ensure a positive communication with parents	ELSMT 5d, 5f, 6d
<i>e. Relationship with cooperating teacher</i>	Seldom communicates with cooperating teacher to coordinate planning and/or instruction	Occasionally communicates with cooperating teacher to coordinate planning and or instruction	Communicates frequently with cooperating teacher to coordinate planning and instruction	Consistently communicates with cooperating teacher to coordinate planning and instruction	ELSMT 6b, 6c

	1	2	3	4	
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
VI.	Lacks standard grammatical skills	Inconsistently uses standard grammar when writing or speaking	Almost always uses standard grammar when writing or speaking	Has a strong command of standard grammar when writing or speaking	ELSMT 1a
Verbal/Written communication					
<i>a. Grammatical skills</i>					
<i>b. Handwriting skills</i>	Handwriting is illegible	Handwriting is inconsistently legible	Handwriting is usually legible and neat	Handwriting is always legible and neat	
<i>c. Spelling skills</i>	Regularly misspells common words	Often misspells words	On most occasions spells correctly and recognizes misspellings and corrects them	Consistently spells correctly and utilizes resources to confirm spelling	
<i>d. Listening skills</i>	Usually fails to hear others or misinterprets communications from others; unresponsive	Does not consistently hear others or misinterprets communications from others	Is almost always a good listener; usually responsive	Consistently models excellent listening skills in all school settings and responds appropriately to needs expressed by others	
VII. Personal and Professional Qualities	Unreliable in fulfilling school obligations i.e. timeliness, attendance, dependability and follow through	Fulfills some obligations but not others	Generally fulfills obligations	Consistently fulfills all teaching obligations	
<i>a. Fulfills obligations</i>					
<i>b. Respect for privacy</i>	Shows lack of ethical conduct regarding student	Understands the confidentiality code of ethical conduct	Usually understands and adheres to the	Consistently adheres to confidentiality codes of ethical	

	information	regarding student information, but does not always adhere to it	confidentiality code of ethical conduct regarding student information	conduct regarding student information and demonstrates a commitment to the professional codes	
<i>c. Handling Stress</i>	Frequently unable to handle stressful situations in the classroom	Is able to handle stressful situations in the classroom with support	Almost always handles stressful situations in the classroom independently	Effectively handles stressful situations and uses the experience to improve the school environment	

	1	2	3	4	
	Unsatisfactory	Basic	Proficient	Outstanding	Rating
<i>d.Appropriate dress</i>	Dresses inappropriately for the school environment and/or is not well groomed	Inconsistently dresses appropriately for the school environment and is well groomed	Almost always dresses appropriately for the school environment and is well groomed	Consistently dresses appropriately for the school environment and is well groomed	
<i>e.Personal demeanor</i>	Rarely displays a sincere, friendly atmosphere in the classroom	Inconsistently displays a sincere, friendly demeanor in the classroom	Generally displays a sincere, friendly demeanor in the classroom	Consistently displays a sincere, friendly demeanor and exhibits a sense of humor, emotional maturity and caring attitude in the classroom	
<i>f.Participation in professional development</i>	Does not attend professional development activities	Attends the minimum required professional development activities	Attends more than the minimum required professional development activities	Seeks out and takes the opportunity to attend professional development activities	ELSMT 5a, 5e, 7e

1999 Based in part on the rubrics established by Charlotte Danielson in Danielson, C. (1996). Enhancing professional practice: A framework for teaching.

Alexandria, VA: Association for Supervision and Curriculum Development

Based in part on J. Brophy (2000) Principles of Effective Teaching.